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ABSTRACT

The information contained in this report represents the major findings of a survey of some 229 areas of current practice in Wisconsin high schools. The survey instrument was completed by 69 percent of the members of the Wisconsin Secondary School Administrators Association who serve in senior high schools. Topics contained in the report include administrative organization and practices related to students, teachers, and aides; district practices; and school organizational structure. In addition to reporting the findings, the authors also include major conclusions and recommendations. (Author/MLF)

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ED132698

STUDY OF CURRENT PRACTICES IN WISCONSIN HIGH SCHOOLS

EA 008 987

The Senior High School Commission of
Wisconsin Secondary School Administrators Association
Post Office Box 656, Stevens Point, WI 54481
1400 East Washington Avenue, Madison, WI 53703

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FOREWORD

In November, 1974, the Senior High School Commission of the WSSAA, sensing a need for a comprehensive study of current practices in the high schools of the state, recommended that such a study be undertaken. The Board of Directors approved the recommendation and provided the funds required to prepare the instrument, for mailings and for computer analysis of the data returned to the Association. Sixty-five percent of those members who serve in senior high schools returned the survey.

The information which follows in this report represents the major findings of some 229 areas of practice. In addition to reporting the findings, the authors also include major conclusions and recommendations regarding each of the sections. Although the reader may question the format and methodology used in reporting the data, this process and format was used intentionally in order to make the findings and conclusions as meaningful as possible to practitioners in our schools today.

The potential significance of this study is great in providing for the ever-changing needs and challenges facing the modern senior high school. The Association is deeply grateful to all those who assisted in the project. Although it is impossible to list all persons who assisted in some way, we do wish to acknowledge the special contributions of the following persons: John L. Oakeson who chaired the Commission in 1974 and whose determination caused the project to be completed with quality; Kenneth C. Moe who analyzed and wrote Part I; John J. Koehn and Dave E. James who analyzed and wrote Part II; Richard A. Gorton who assisted in many crucial ways from the beginning to the end; Donald J. McCarty and Barbara Thompson who reviewed the original instrument and suggested major and important revisions prior to its being mailed; Alice Wellmitz and Donna Kropidlowski for countless hours of typing and working with the raw data; and to all those members of WSSAA who responded to the survey.

It is our sincere hope that the data contained in this report will be a useful tool as plans are made to meet the needs of the youth served by the members of the WSSAA.

Charles R. Hilston
Executive Director

SECTION I

A. CHARACTERISTICS OF THE ADMINISTRATIVE ORGANIZATION

1. Number of full-time assistants

0	197	61%
1	75	23%
2	36	11%
3 or more	15	5%

2. Number of part-time assistants

0	258	79%
1	58	18%
2	7	2%

3. What are the primary responsibilities of the assistant principals?

Attendance	153	84%
Discipline	150	82%
Student Acts	112	62%
Supervision	86	89%
Other	89	89%

Discussion:

While the answers to questions 1 and 2 can be confusing because it is impossible to identify which principals answering the questions have both a full-time and a part-time assistant principal, or which principals have neither a full-time nor a part-time assistant principal, some conclusions can be drawn.

It would appear that a high percentage of high school principals have either one full or part-time assistant principal. Although this percentage is high, it seems safe to conclude (because of the ambiguity of the two questions) that a rather surprisingly high number of high school principals **do not** have either a full or part-time assistant principal.

A wide variety of responses were reported under "other" for question number 3. The list of responsibilities ranged from curriculum, transportation, scheduling, budget, and athletics, to federal projects, maintenance and student lockers. However, the most frequently reported responsibilities of the assistant principals were attendance, discipline, student activities and supervision. While the identification of the first three was not surprising, the frequency ranking of supervision was somewhat unexpected. However, since the question in the survey did not elicit information on the nature of this responsibility it is difficult to interpret this particular finding.

From the list of responsibilities, it seems fair to conclude that most assistant principals are assigned responsibilities that are inconsistent with their academic preparation, training, and experience. Graduate students in educational administration receive little if any training in attendance, discipline or student activities. Yet, most assistant principals who have gone through these graduate programs are expected to be experts in these administrative functions. It is quite clear that some assistant principals are not regarded by their principals as educational leaders. Rather, some tend to be given duties that the principals do not want, and those that will free the principals to perform leadership functions.

Some questions must be asked of Wisconsin high school principals

about the role of their assistant principals. For example, are assistant principals in Wisconsin high schools being used to their fullest potential? Can the responsibilities normally assigned to an assistant principal be performed by a technician? Is a masters degree in educational administration really necessary in order to perform the responsibilities normally assigned to many assistant principals in Wisconsin high schools?

B. ADMINISTRATIVE PERSONNEL PRACTICES

1. Do you have an up-to-date job description?

Yes	187	57%
No	133	42%

2. Do you have an up-to-date jon description for the assistant principal?

Yes	123	48%
No	131	52%

3. Are you using Management by Objectives for the administrative staff?

Yes	49	16%
No	265	84%

4. If yes, is your salary dependent upon your successful completion of the M.B.O.'s?

Yes	21	16%
No	112	84%

Discussion:

It was surprising to find that only slightly more than half of the responding principals had up-to-date job descriptions. Further, less than half of the assistant principals represented had up-to-date job descriptions. It is difficult to understand how boards and superintendents expect principals to function without accurate and up-to-date job descriptions which should set certain expectations for the principals. It is even more difficult to comprehend how principals can accept the fact that they do not have up-to-date job descriptions.

A surprisingly low percentage of administrators are under an MBO system. Although this concept is highly publicized, it apparently is not practiced in very many high schools. Where the concept is employed, it is seldom tied to the salary schedule.

C. ADMINISTRATIVE PRACTICES RELATED TO STUDENTS

1. Do you have open campus?

Yes	34	11%
No	159	49%
Partial	130	40%

2. If yes, is parental permission required?

Yes	112	70%
No	48	30%

3. Is open campus for:

Seniors only	58	35%
Juniors & Seniors	28	17%
All students	57	35%
Other (Special Program)	18	11%

4. Do you have an Honor Roll?

Yes	274	85%
No	48	15%

5. Do you include all subjects?

Yes	150	54%
No	127	46%

6. If no, do you exclude:

Music	44	14%
Health	36	11%
Driver ed.	87	27%
Physical ed.	110	34%
Typing	9	3%
Other	16	5%

7. Do you utilize the computer for:

Scheduling	172	52%
Grade report	171	53%
Classes	87	27%
Guidance	30	9%
Business off.	121	37%
Budgeting	78	24%
Inventory	66	20%
Census	74	23%
Other	11	3%

8. Do you permit student smoking?

On school grounds	72	23%
in certain areas	7	2%
Not at all	239	75%

9. Do you compute class rank?

Yes	312	97%
No	11	3%

10. If yes, do you include all subjects?

Yes	163	30%
No	149	48%

11. If no, do you exclude:

Music	44	30%
Health	42	28%
Driver ed.	98	66%
Phy ed.	125	84%
Typing	9	6%
Other	24	16%

12. Do you have a parking lot for student parking?

Yes	276	85%
No	48	15%

13. Do you have a security guard located on parking lot?

Yes	10	3%
No	306	97%

14. Do you require parking permits?

Yes	103	34%
No	214	66%

15. Do you charge for parking?

Yes	14	4%
No	301	96%

16. Do you have a practice of detentions?

Yes	183	57%
No	138	43%

17. If yes, who supervises the detentions?

Teachers	128	70%
Aides	15	8%
Administrator	94	51%

18. Do you have a security guard located in your school?

Yes	13	4%
No	311	51%

19. If yes, is it during:

The day	5	38%
The night	5	38%
Both	3	24%

20. Do you have student handbooks?

Yes	303	94%
No	21	6%

21. Who develops the handbook?

Students	139	43%
Teachers	161	50%
Administrators	293	90%

22. Are students allowed to drive their cars anytime during the school day?

Yes	95	30%
No	226	70%

23. Have you been able to develop attendance policy with responsibility?

Yes	157	54%
No	135	46%

Discussion:

The answers to the questions for this section of the survey provide some valuable information in terms of how high schools are changing in Wisconsin. From the responses, however, one might conclude that Wisconsin high schools have changed very little in terms of their administrative practices in regard to students.

Only 11% of the high school principals responding indicated that they had an open campus policy, and these open campuses were very limited in scope. In order for a student to participate in the open campus program, parent permission was required in 70% of the schools. Also, over 50% of the schools had an open campus for juniors and seniors only.

Several other findings indicate that most Wisconsin high schools continue to engage in very traditional practices. For example, 97% of the responding high schools continue to compute "rank in class." One wonders why the remaining 3% don't compute "rank in class," and why the other 97% haven't eliminated this practice. Honor rolls are also identified in 85% of the high schools. The practice of assigning after school student detentions is still practiced in over half of the high schools. While a few positive changes seem to have occurred, tradition continues to exercise a significant influence in most Wisconsin high schools.

Some of the positive changes seem to be in the areas of teacher and student involvement in the preparation of student handbooks. Also noteworthy are the attempts being made to hold parents more responsible for student attendance.

D. ADMINISTRATIVE PRACTICES RELATED TO TEACHERS

1. Are you using department chairmen?

Yes	199	62%
No	122	38%

2. If yes, do the chairmen have supervisory responsibilities?

Yes	71	33%

Yes	71	33%
No	144	67%0

3. Do you have job descriptions for department chairmen?

Yes	120	55%
No	97	45%

4. Are department chairmen paid extra?

Yes	119	54%
No	101	46%

5. Do chairmen have released time in addition to preparation time?

Yes	82	38%
No	133	62%

6. Are you utilizing team teaching?

Yes	150	47%
No	170	53%

7. If yes, in what areas?

English	79	53%
Physical Ed	53	35%
Foreign Lang.	7	5%
Indust. Arts	18	12%
Math	27	18%
Drivers Ed.	10	7%
Social Studies	88	59%
Science	50	33%
Other	35	23%

8. Are you participating in the teacher-intern program?

Yes	95	31%
No	215	69%

9. How many classes is the intern responsible for?

One	8	10%
Two	22	26%
Three	39	36%
Four	12	14%
Five	2	2%
Six	1	2%

10. Do you have a special orientation for new teachers?

Yes	260	82%
No	58	18%

11. If yes, is this program:

Before the school year begins	128	72%
At the beginning of the school year	45	26%
During school year		

12. Do you have an on-going in-service program for all your teachers?

Yes	286	89%
No	36	11%

13. Do you have any common or mutual planning time for your teachers?

Yes	160	51%
No	157	49%

Discussion:

The majority of Wisconsin high schools use a department chairman system. While most chairmen are not used for supervision, a rather high percentage (33%) are involved in some form of teacher supervision. This practice brings up the question of certification for chairmen and also administrative versus teacher status for these chairmen.

While the vast majority of high schools do provide an orientation program for their new teachers, 18% still do not. Also, 11% of the high schools do not conduct an on-going in-service program for their teachers.

Almost half of the schools responding indicated that they employed some team teaching in some departments. The extent to which schools actually practiced this concept in all courses was not available through the questionnaire; therefore, the 47% figure could be misleading.

E. ADMINISTRATIVE PRACTICES RELATED TO AIDES

1. Do you use teacher aides?

Yes	208	65%
No	112	35%

2. If yes, in what capacities:

Clerical	175	84%
Classr'm asst.	81	39%
Study Hall Sup.	71	34%
Lunch Super.	63	30%

3. Do you have special in-service programs for aides?

Yes	53	21%
No	195	79%

Discussion:

The responses to this section provided little in the way of new knowledge. It can be generalized that most Wisconsin high schools use aides. However, the aides are used almost exclusively in clerical functions and are seldom helped through in-service education to perform more effectively.

With the growth of aide programs in many Wisconsin districts, it would seem the utilization of aides for supporting services to instruction should be considered. Probably Wisconsin's secondary principals need to explore the initiating instructional aide programs. Perhaps some schools might use aides for routine administrative tasks thereby relieving the principal and assistant to concentrate on their instructional leadership functions.

F. DISTRICT PRACTICES THAT AFFECT THE HIGH SCHOOL

1. Does school district operate school buses?

Yes	247	78%
No	68	22%

2. Are school buses owned by the school district?

Yes	102	33%
No	206	67%

Discussion:

High school principals must plan for the use of buses in most school districts. The high number of school districts busing students implies that most high school principals in Wisconsin will have some responsibilities related to busing problems.

While a high percentage of schools responding do use school buses, only 1/3 of the districts actually owned buses. It would seem like this is one area of non-instructional services in which most districts choose not to become involved.

G. ORGANIZATIONAL STRUCTURE OF THE SCHOOL

1. Kind of class schedule you are using:

6 period day	11	3%
7 period day	154	48%
8 period day	70	22%
9 period day	14	4%
20 mods	13	4%
21 mods	13	4%
Others	48	15%

2. What kind of school schedule are you using?

Year	49	15%
Semester	302	62%
Tri-semester	13	4%
Quarter	21	7%
Other	39	12%

3. Do you use homerooms?

Yes	198	61%
No	126	39%

4. Do you have study halls?

Yes	294	91%
No	30	9%

5. If yes, are they:

Optional	20	7%
Required for all students	164	57%
Required for certain students	102	36%

6. Are study halls monitored by:

Teachers	227	77%
Aides or lay people	22	7%
Both	45	15%

Discussion:

The majority of Wisconsin high schools are organizing their class schedules in fairly traditional ways. About 70% use a 7 or 8 period day, and more than two-thirds operate on a semester or yearly basis. While modular scheduling is being used in some schools, it would appear that this method has not grown significantly during recent years in spite of all the publicity.

It is not surprising that 61% of the responding schools continue to use homerooms, but it is rather surprising that 91% still use study halls. Interestingly, 77% of the schools that have study halls, also use teachers tc monitor them. It would seem as though more economical ways of supervising study halls could be developed.

MAJOR CONCLUSIONS

This particular Wisconsin high school survey reveals some interesting findings about the present state of the high schools and the princi-

pals of these high schools. Many conclusions can be drawn from the responses; however, these seem to be the most important.

It would appear from the responses that many principals in Wisconsin high schools have enough administrative assistance to do a good job of administering their buildings. Also, over the years, organizational practices have been refined and changed to a point where a lot is known about the most efficient ways to organize time and facilities for high schools. Good scheduling practices, improved transportation, food, maintenance, and custodial services, and other organizational improvements have made it easier for principals to administor their buildings. The addition of assistant principals, department chairmen, aides, and even security guards should also help principals to do their jobs more successfully. The personnel improvements and the organizational practices **should** have an impact on the overall quality of school administration as well as learning and teaching. This survey, however, did not address itself to the question of whether or not they do.

The survey revealed practices regarding students that have, we assume, changed very little by choice and very much by pressure, disruption, court orders, and legislation. It also seems clear that as we near 1980 in the United States, it would seem reasonable that we should be able to find solutions to problems other than those represented by such practices ac detentions and required study halls. Are these practices truly worthwhile? Can they be educationally justified? Are there other alternatives? The answers to these questions seem to be obvious. Why are they not so obvious when we consider high school students and the ways they learn best?

A serious examination of our current practices regarding students in Wisconsin high schools should follow from this survey. However, it appears as though major changes will be taking place in this regard when forces within and outside of the administration cause them to happen.

The results of this survey hopefully served some function and are of some interest to high school principals. The questions that remain after the results have been read are: (1) What have we learned from this experience? and (2) What changes need to be made in our current administrative practices?

RECOMMENDATIONS

While a number of recommendations seem appropriate to the findings of this survey, the following warrant special mention:

A. Wisconsin high school principals need to evaluate the use of aides, interns, and technicians in order to determine which organizational patterns and staffing can result in the greatest benefits to the children in their schools.

B. Wisconsin high school principals need to become more concerned about their roles as leaders of the instructional program for the eventual benefits of the children.

C. Wisconsin high school principals need to become a dominant force for changing the high schools and eliminating outmoded educational practices. These administrators should no longer react; they should provide leadership for these needed changes.

D. The W.S.S.A.A. needs to become involved in secondary education research. The focus of the research should be on what works and what doesn't work in administration and supervision and what are the effects of various administrative and supervisory procedures and practices, on the quality of teaching and learning. However, effective research will not be possible using the present system. A full time research staff or committee will be needed.

NEEDS FOR ADDITIONAL RESEARCH

The results of this survey tend to reveal many areas in which additional research needs to be conducted. At first glance, these areas seem to be involved with organizational patterns and practices which are generally considered non-instructional in nature. Obviously, much more research could be done in these areas, but for the purposes of this report, the need for research will be limited to areas related directly to the quality of teaching, learning, and instruction.

The following specific research needs would appear to deserve the top priority of principals and of W.S.S.A.A.:

A. Additional research needs to be done in order to refine the roles of principals and assistant principals in Wisconsin high schools. What functions have principals and assistant principals been trained for and what functions are they performing? What functions should these administrators perform in order to improve the quality of education in their respective buildings? What percentage of available time should these administrators be involved in these various functions in order to insure high quality education in their respective buildings. What implications are there for other persons in other positions or non-existent positions if these administrators are to perform their newly identified functions?

B. There is a need to identify "questionable practices" in Wisconsin high schools through additional research. Once these practices which have questionable educational value have been identified, there needs to be considerable publicity brought to bear about these practices in an effort to eliminate them. For example, what would be the effect if all Wisconsin high schools stopped the practice of using competitive grading systems?

C. Additional research needs to be done about the lack of educational research being conducted in Wisconsin high schools. Why dont we devote more time, effort and money into investigations of what practices really make a difference in education?

D. Finally, additional research needs to be done in order to identify how significant changes can be accomplished in education and why proposed significant changes are not implemented. Recently, the greatest changes in education seem to be coming about because of the actions of state and federal legislatures. The worth of these changes needs to be determined and the process by which they occurred needs to be evaluated for possible future use by administrators.

Principals need to find out how significant changes are really brought about in education, and then they need to use these newly discovered methods in order to bring about the changes they believe necessary.

SECTION II

A. GRADUATION SECTION (Items 70-81):

Focus of this portion of the questionnaire was on factors effecting graduation requirements which included the following major areas:

Findings:

The range of credits for graduation is from 12 credits to a maximum of 44 credits. Most frequent number of credits required is 18 or more. Most frequently mentioned credit requirements are:

16 credits — 25
17 credits — 22
18 credits — 45
20 credits — 72
22 credits — 23
24 credits — 18

Course or discipline requirements are as follows:

Science: The range of credits required is from 0-4 with most schools requiring 1 or 2 credits in the sciences.

Math: The range of credits required is from 0-4 with most schools requiring 1 credit.

English: Required (at least 1 credit) in all schools responding. The range of credits is from 1-8 with most schools requiring 3 or 4 credits.

Social Studies: The range of required credits is from 0-8 credits. Most schools require either 2 or 3 credits in the social studies area.

Physical Education: Range of credits required from responding schools was ¾ of a credit to 4 credits. There was a relatively even distribution of schools requiring either 1, 2, 3 or 4 physical education credits.

Other requirements: A variety of other credits are required in the high schools with "unspecified electives" mentioned as the most required credit amount. Driver Education was mentioned most frequently as a requirement for graduation.

Baccalaureate/Commencement area revealed the following findings: 197 schools do not participate in baccalaurete services with 119 indicating they do have such ceremonies. Of schools responding positively, 96 are held in school with others being held in churches.

Nearly all schools responding hold graduation ceremonies with requirements for caps and gowns included.

One-third of the schools require that students attend the graduation ceremonies.

60% (177) of the schools responding have provisions for early graduation and almost all of these schools require early graduates to meet 4 year graduation requirements. All schools (N-175) having early graduation make provisions for seniors with 72 schools having provisions or procedures for juniors, also. Nearly all schools (174) stated that parental permission was a prerequisite for early graduation with 66 schools requiring college enrollment as necessary for early graduation.

Conclusions:

1. There is a large range of credits necessary for graduation in the State of Wisconsin with all schools having some academic subject requirements. English is required in some form in every high school in the state.

2. There is a great variety of course offerings in the State of Wisconsin —both required and elective.
3. More schools do not participate in baccalaureate services than do participate in such programs.
4. Graduation ceremonies are a significant part of the high school program with nearly all having such ceremonies.
5. Early graduation is becoming a common practice in the majority of schools in the State of Wisconsin with varying prerequisites for such graduation from high school.

B. WORK STUDY PROGRAM SECTION (Items 82-94):

This section dealt with practices regarding work study, availability of such programs to students, coordinator, scheduling of the coordinator, and grading systems for work study programs.

Findings:

The majority of schools in the State of Wisconsin (217) indicated that they have a work study program with some high school credit being given for such involvement (198). Such work study programs focus heavily at the senior year (217) with some junior (89) and sophomore (24) involvement. 165 schools indicated that they have a work-study coordinator with almost 2/3 of those responding (N-165) that the position is a part time assignment. Most (135) work-study coordinators are placed on the teacher's salary schedule. Most work-study coordinators (170) are allowed to schedule visits to the students on the job as a part of his/her schedule. 219 schools indicated that students are permitted to work during school hours with a varied pattern for grading such students ranging from the coordinator to the employer. Letter grades (153) were indicated as the most common method of grading with 35 schools using the pass-fail system for such work-study experiences.

Conclusions:

Most schools have some type of work-study program available to their students with the services of a coordinator available to monitor such programs in the school and community. Seniors make up the largest population of students involved in such programs. Grades are given in various ways (employer, coordinator, etc.) with letter grades being the most common method for awarding such grades.

C. SEMESTER COURSES SECTION (Items 95-106):

This section dealt with the following topics: number and types of semester courses, courses for the "unmotivated", programs for dropouts, self-contained programs and their perceived success, alternative programs and programmed/individualized materials.

Findings:

Most schools have semester courses with English, Social Science, Home Economics, Industrial Arts and Business Education having the largest number and Science, Foreign Language and Mathematics the fewest.

Almost 2/3 of the schools surveyed have no classes for the unmotivated. When these classes exist, they are most often in English, Math or Social Science. About 2/3 felt these courses have not prevented drop-outs. A small number of schools have self-contained alternative classrooms, but ¾ of these said the self-contained classroom had been successful in motivating students. Areas with the highest interest for alternative programs were Industrial Arts and Vocational. Only 44 of 244 have board

policies covering alternative programs. Most accept part-time students and programmed instruction was used in about ½ the schools surveyed.

About 1/3 of the schools surveyed have K-12 Career Programs. Most do have Career Information Centers with the Guidance Department responsible for them.

Conclusions:

1. Most high schools surveyed have semester courses.
2. Only 1/3 of the schools have classes for the unmotivated, and the majority do not feel these classes have prevented drop-outs. A few have tried self-contained classrooms.
3. Most districts do not have written board policy for alternative programs. Programmed instruction is used by about half and most programs have part-time students enrolled.
4. Although most schools have Career Information Centers, probably run by the Guidance Department, only about ½ have K-12 career Projects.

D. FOREIGN LANGUAGE (Items 107-110):

The questions focused upon three basic factors: What languages are offered and for what duration (1, 2, 3, 4 plus years); student interest in languages; and use of the language laboratory in the school.

Findings:

The major language offerings in the Wisconsin high school are Spanish, French, German and Latin. Most schools offer a four year course sequence of study with some schools offering up to seven years. There is indication that schools are offering additional language experiences in Polish, Hebrew, Norwegian, Italian and Russian. One school offered a course entitled "Traveler's Language"

Generally, respondents felt that interest in foreign language is "down" or at best, there has been "no change" in student interest.

Out of 324 schools responding, there is a wide variance of usage of language labs ranging from no lab to daily use.

Conclusions:

1. Major language in Wisconsin high schools are as follows: Spanish, French, German and Latin. Other languages are offered on a much more limited basis for students in Wisconsin high schools.
2. Interest on the part of students in foreign languages is down or about the same in the state of Wisconsin.
3. Use of language laboratory facilities is varied and represents a range of use from no lab facilities to daily use.

E. PROGRAM SECTION (Items 120-125 and Items 142-154):

The program section of the survey dealt with the following categories or topics: Minorities and human relations, pass-fail courses, mini-courses, homebound instruction, adult classes.

Findings:

Minorities and human relations: Less than ½ of the schools (132) offer courses dealing with minority groups with more than half (167) offering courses in human relations. In schools that do offer minority courses, there is no apparent consistency in such offerings — Social Studies and English are the most frequently identified areas for such courses. When

minority courses are offered they are usually regular academic courses (174) seldom for no credit (3) with only 10% of the schools (N-230) offering mini-courses.

Pass-fail Courses: Of 324 schools responding, only 106 indicated that they are using any form of pass-fail with only 14 indicating that they are meeting much success in the use of such a system. Of the schools using a pass-fail system, there is a wide variety of subjects to which it is applied. Physical Education is the most frequently mentioned area (27) using the pass-fail system of grading.

Mini-courses: Only 81 schools (N-316) indicated use of mini-courses with a wide range of time allotments to such courses — the range indicated was from 40 minutes to one semester and in at least 3 cases the length of mini-courses was stated as being 3 years in length. Approximately ½ of the schools offering mini-courses provide credit toward graduation for such courses. Most (78) schools prepare their own mini-courses.

Homebound Instruction: Need of the student with emphasis on the academic areas (Math, Science, English, Social Studies) is the primary list of offerings to students on homebound instruction. Most schools reimburse homebound instructors on an hourly basis. Less than half of the schools (131) have written policies concerning homebound instruction.

Adult classes: Most schools (258) hold adult classes in their facilities. The most frequently identified persons responsible for building control during adult classes are: the instructor (50), vocational schools (45), adult education coordinator (35), principal (31), custodian (16). More than half of the schools (153) surveyed allow credit for graduation for adult education classes.

Conclusions:

1. Minorities and human relations: More schools in Wisconsin are involved in human relations courses when compared to minorities programs.
2. Pass-fail program: Not many schools have converted to pass-fail programs and those involved in such programs are meeting limited success with pass-fail systems.
3. Mini-courses: There is a limited number of schools using mini-courses with a wide (non-agreed to definition) range of the length of such mini-courses. The vast majority of schools using mini-courses prepare their own courses.
4. Homebound': Student need is the major determinant of program offerings in homebound instruction.
5. Adult classes: Adult classes are offered in most high school facilities with over 50% of the schools offering credit for graduation for such courses.

F. IMC AND TELEVISION UTILIZATION SECTION (Items 126-129):

This section dealt with practices involved in the operation of the IMC to include its existence, director, AV specialist, software storage and separate resource centers. The television section dealt with the use of video tape, closed circuit and cable television.

Findings:

Most schools (217) have an IMC in the school with the librarian (194) in charge of such facilities. More than one half of the schools (176) re-

sponding have an audio-visual specialist. Few (58) audio-visual specialists are in charge of the IMC. Most schools (187) store their audio-visual software in the IMC. Less than half of the schools (116) have separate resource centers.

Most schools (276) are using video tape. Few schools (93) have provisions for closed circuit television. Approximately 40% of the schools have cable television capabilities. Of those schools reporting cable television capabilities 49 indicated that the school utilized cable time for local educational programs.

Conclusions:

1. Most schools have libraries or instructional materials centers which are administered and run by librarians and which contain all types of media.
2. In over 50% of the schools there is an AV specialist also, but they rarely serve as head of the IMC.
3. Education Television is definitely becoming an integral part of the educational media offering. Cable TV, even though it is not yet in too many schools, will undoubtedly play an important part in the future of Educational TV.

G. PHYSICAL EDUCATION SECTION (Items 130-144):

This section of the instrument dealt with the following issues: Physical education requirements, co-educational experiences, adaptive and health and driver education integrated with physical education.

Findings:

Nearly all schools in Wisconsin require physical education, require students to **pass** physical education, award credit and require such credit for graduation. Some schools, however, do not count credits (26) for purposes of graduation with 32 schools **not** requiring students to pass physical education.

Over one half (185) of the schools require a full four years of physical education and hold classes away from school (178) through use of cummunity resources.

Well over half of the schools (187) responding have co-educational physical education. 2/3 of the schools do not conduct ungraded programs (227) or adaptive classes (223).

Health classes are tied in with physical education in over 50% (171) of the schools responding. Driver education and physical education are coordinated in less than 1/3 (92) of the schools surveyed.

Conclusions:

1. Schools in Wisconsin overwhelmingly require physical education for their students (statutory provision).
2. Most students are required to **pass** physical education with credit being awarded and ultimately applied toward graduation.
3. Over half the schools require a full four year physical education experience and hold some classes away from school through the use of community resources.
4. Over one half of the schools responding provide co-educational experiences for students.
5. Many schools do not have upgraded or adaptive programs.

H. ENVIRONMENTAL EDUCATION SECTION (Items 155-158):

This section dealt with specific areas or courses taught in the area of environmental education, field trips and assemblies related to environmental education.

Findings:

Approximately one half of the schools responding offer environmental education courses represented by a variety of titles with Ecology (54) and Conservation (37) being the most frequently mentioned course title. The majority (222) of the schools responding have planned field trips in the environmental areas with most schools (231) indicating that they do not offer assemblies in the area of environmental control.

Conclusions:

Approximately one half of the schools in the State of Wisconsin offer courses in environmental education. There is a variety of titles used to designate environmental courses. A large number of high schools have planned field trips dealing with environmental education. Few schools offer assemblies in environmental control topics.

I. TEACHER EVALUATION AND TEACHER NON-RENEWAL SECTION (Items 158-164):

This section dealt with items regarding policy relative to teacher evaluation: who evaluates teachers, disposition of the evaluation reports, frequency of non-renewal preceedings.

Findings:

Most schools (229) have written policy for teacher evaluation with the principal being the most frequently mentioned (320) person performing the teacher evaluation. Other administrative personnel mentioned include: assistant principal (91), superintendent (85), department chairmen (47), director of instruction (17), other teachers (4). Most schools (227) indicated that evaluations are placed in the personnel file. New to the system teachers are visited 3-4 times per year with experienced teachers being visited 1-2 times per year. Over 50% of the schools surveyed have gone through a non-renewal procedure.

Conclusions:

1. The principal is the primary teacher evaluator in the school district with most schools operating on the basis of written policy.
2. New teachers are visited more frequently than experienced teachers.
3. Over ½ the schools surveyed have gone through non-renewal procedures.

J. GIRLS SPORTS SECTION (Items 165-183):

This section dealt with the following topics: number of offerings and magnitude of such offerings, participants, coaching provisions, physical facilities, intramurals and finance — all related to girls sports.

Findings:

The vast majority of schools (314) surveyed stated that competition in girls sports are offered with only 7 schools indicating that no such opportunities exist. Provisions are made for girls sports in the following areas: awarding of letters (290); determining a conference schedule (274);

same athletic code for boys and girls (272); allow girls' coaches to attend state meets and conferences and clinics (263).

The number of girls sports offered in the various schools surveyed ranged from none to ten with 3 sports being the most frequently mentioned offering, 4 sports — 62 schools, 5 sports — 35 schools and 40 schools offered 2 sports.

Over one-half of the schools (158) reporting indicated that assistant coaches were utilized in the program. 65 schools indicated that males are coaching girls athletics. Approximately 2/3 (23) schools stated that female coaching salaries are comparable to those of male coaches.

223 schools share equally the sports facilities available between both male and female sports.

In nearly all cases (299) the girls athletic budget is increasing at least as rapidly as the boys program budget.

2/3 of the schools surveyed (207) have intramurals for girls. 4/5 of the schools surveyed (268) do not offer co-educational intramurals.

The number of boys sports offered in the schools has a range of none to thirteen with 5 sports (56); 6 sports (58); 7 sports (58) and 8 sports (52).

Conclusions:

1. There is an increasing number of schools offering sports for girls on an inter-scholastic basis.
2. The number of sports activities offered by the schools is also increasing.
3. There is an increase in the parity of girls sports when compared to boys in terms of budget, activities, awards, coaching, clinics and tournaments.
4. Girls do have opportunities to participate in intramurals.

K. ACTIVITIES SECTION (Items 188-226):

This section dealt with questions including such activities as homecoming, prom, class trips, school dances, student government, class rings and yearbooks.

Findings:

Homecoming: Only 5 schools responded they **do not** have a homecoming pep rally. Most schools (314) indicated such pep rallies are held during school hours. Slightly more than 50% of schools responding (N-315) indicated that they have a bonfire in connection with homecoming. 262 schools have a homecoming parade with the majority of schools (270) having students elect a homecoming queen. Most schools (227) do not play homecoming games in the afternoon. 133 schools invite their alumni in an official manner with 181 not extending an official invitation.

Prom: Only 22 schools indicated they do not have a prom — 299 schools responded "yes" to the question. 80% of the schools hold the prom at school. Approximately 70% of the schools responding indicated that students dress formally for the prom. A wide range of participation (10-95% of the student body) was reflected in the questionnaire with a range of 10-40% attendance most frequently stated.

Class trips: More schools (195) indicated they do not sponsor class trips than do (126). Of those sponsoring class trips, teachers were identified as chaperones for such trips. 60% of the schools responding positively have written rules for such trips with 34 schools indicating they share trip costs with students. The most common time for such trips is spring (110).

School dances: Most schools (271) do not sponsor more than two dances a month. Some schools (51) do sponsor more than two dances a month. Most schools (231) charge less than 1.50 for such dances with more than half indicating that a "live" band is not always employed for school dances. More than ½ of the schools do not require identification for admittance with over ½ indicating dances are not open to students outside of the school. The majority (303) allow students to bring guests to the dance. Many schools (202) do not require administrators to be present at all school dances.

Student Government: Most schools (296) have a school council with few (23) indicating that no school councils exist in the school. 268 schools responded negatively to the existence of a student congress in the high school. Popular vote as compared to homeroom elections was the most frequently identified means of electing students for student government positions. The majority of schools (219) felt their form of school government is effective with some schools (91) indicating a feeling that their form of student government was ineffective. Few schools (9) involve their school council in the evaluation of teachers.

Class rings: Most schools (295) offer opportunities for students to purchase class rings through the school and allow salesmen to talk with students (290). Most schools (305) allow the salesmen to display rings in the school with only 118 schools making class rings available through local jewelers.

Yearbooks: There is wide range of percentage of students (20-100) who purchase a yearbook with an average of about 70 percent. More schools (over 50%) do not have an activity fee. For those schools who have an activity fee (119) the range of the fee is from 1.00 to 100.00 with the most frequently indicated amount being from $5.00 to $10.00. Activity fees may be used for yearbook purchase in only 38% of schools with most schools (207) allowing yearbook purchase without purchasing an activity ticket. Most schools (225) sell advertisements in the yearbooks.

Conclusions:

Based upon the analysis of data associated with the activities portion of the survey, there is a great deal of similarity in the practices and procedures being followed by the high schools in the State of Wisconsin in implementing their activities program.